

The Development and Proposal to Incorporate Multi-Integrated Instructional Strategies into Immigrant Chinese Language Classes

Qiao Yu Cai¹

¹Department of Language and Literacy Education, National Taichung University of Education, Taichung, Taiwan
Correspondence: Qiao Yu Cai, Department of Language and Literacy Education, National Taichung University of Education, Taichung, 40306, Taiwan. Tel: 886-4-2218-3826. E-mail: iku1212@hotmail.com; iku@mail.ntcu.edu.tw

Received: April 25, 2016

Accepted: May 27, 2016

Online Published: September 28, 2016

doi:10.5539/ies.v9n10p202

URL: <http://dx.doi.org/10.5539/ies.v9n10p202>

Abstract

Due to globalization and the formation of the global village, people worldwide interact in multiple languages frequently. Concurrently, there has been an increase in motivation to learn different languages for individual purposes. As well, we see that the importance of language education is also being promoted. Past language methods have merit, such as visual aids, but it is not a good idea nor appropriate for teachers to just follow suit without considering the language system of the learners, the country of origin of the learners, and the various background and culture of the learners. In view of these characteristics of immigrants as adult learners participating in Chinese language classes, which are different from adult learners of other languages, this paper tries to develop multi-integrated instructional strategies, which include supportive strategy, auxiliary strategy and core strategy. These strategies are based on theories of accelerated learning, whole brain learning, and situated learning. I propose that Chinese language teachers use these strategies in classes for immigrants. The strategies developed will have implications for immigrants, teacher educators, language program administrators, and other stakeholders in similar contexts.

Keywords: multi-integrated instructional strategy, Chinese language teaching to immigrants as adult learners, Chinese language education for immigrants

1. Introduction

Over 30 years ago the American adult education scholar Knowles (1970) proposed the adult education theory, "Andragogy" which established an adult education model, "the Andragogical model". Application of this theory is recognized, however, questions have been raised. Although the seven steps of this theory model are clear, this theory is after all a "single model." Using it to explain "diverse and complex groups of adults" has its limitation, especially regarding adult second language teaching, where not only should characteristics of adult learners be considered but subject nature of the target language. In addition, an adult's feelings toward the second language learning should be considered. Therefore, this article argues that when it comes to development and making a breakthrough in teaching Chinese language to immigrants as adult learners, the above-mentioned factors and theories should be taken into consideration.

With globalization and the concept of a global village being formed, people from all over the world interact frequently and the need to communicate in multiple languages is increasing. The background of which is not only motivating an increasing number of people to learn languages for jobs, exams, studying abroad or living abroad, but also promoting the importance of language education, which also creates more opportunities for language teaching. The creators of these language methods claimed that their methods were the most appropriate to cater to the needs of the language learners. However, the language methods were almost created based on western language systems and western language education situations. Some of strategies, like visual aids which are pictures, flashcards, videos, etc. used in the language methods can be utilized, but it is not good idea, nor appropriate for teachers to just follow suit without considering the language system of the learners, the country of origin of the learners, and the various background and culture of the learners. Also, many new language teaching strategies are emerging, but different functions of languages which have their own features need to be used with different teaching strategies, to meet the demands and goals of language learners (Hinton, 2011). For example, grade 3 teachers in Papua New Guinea, who use instructional strategies that include translation,

metalinguistic comparison, contrast and elaboration, make much use of elicitation to encourage children to articulate their understanding of English, and they demonstrate flexible and dynamic use of languages in their classrooms (Franken & August, 2011). Black (2007) concluded that interactive whole class teaching can become an effective mechanism for learning, but only if certain assumptions regarding its function as a pedagogic tool are challenged, within policy guidelines and in day-to-day teaching practices. In adult L2 learning, Kim (2004) found that literature discussions not only helped the adult learners to emotionally and intellectually participate in the literary text, generating an opportunity for enjoyable L2 reading experiences, but also contributed to promoting adult learners' L2 communicative competence, by offering chances for them to produce extended output. Also, R. Rogers and M.A. Kramer suggested that adult education teachers utilize multiple authentic texts, newspapers, sounds, and rhymes of language across a multitude of genres to relate literacy to their students' lives (Ketzenberg, 2010). However, teachers lack the concept of the learner-centered teaching principle; this problem was similar to that which Zhou, Busch, & Cumming (2014) found, that showed limited correspondence between learners' and teachers' intentions for grammar improvement in writing. This limitation could have a negative influence on teachers' teaching effectiveness and students' learning outcomes. In looking at the characteristics of immigrants, there must be an understanding of their culture and the role they play in their family structure. These adult learners are parents (and possibly adult children caring for their aging parents) teachers, homemakers, office workers, etc. These characteristics of immigrants, as adult learners participating in Chinese language classes have to be considered, and this article tries to develop multi-integrated instructional strategies based on theories of accelerated learning, whole brain learning, situated learning to propose that Chinese language teachers use in such classes for immigrants. Related literatures are read and analyzed, and then steps of multi-integrated instructional strategies used for teaching Chinese language to immigrants as adult learners are developed and proposed in Chinese classes to be helpful to Chinese teachers' teaching.

2. Basis of the Theory

2.1 Accelerated Learning

The literature on language teaching pointed out that application of the accelerated learning theory is helpful for instructors to alleviate learners' stress, cope with problems of learner anxiety in the classroom, and fatigue and improve learners' capabilities (Bancroft, 1995; Imel, 2002; Littlebear & Martinez, 1996; Rose & Nicholl, 1997). In the field of adult education, since accelerated learning theory emphasizes giving learners a non-threatening learning environment, equal teacher-student interaction in a cooperative learning environment, and small group discussions of adult learners' learning experience etc., the concept of which is related to the needs of adult learners in the learning environment. Therefore, the concept of accelerated learning in adult Chinese teaching receives a lot of attention.

Accelerative learning and teaching is a unique teaching method proposed by a Bulgarian psychiatrist named G. Lozanov in 1960. He combined the relaxation method of memory to extend cognitive potential, increase attention and reduce stress and anxiety. In a series of experiments, he found that accelerative learning made language learners learn effortlessly, and effectively. Application and combination of many strategies were used in the process, including physical and mental relaxation, positive encouragement, use of music, and multi-sensory stimulation. The same application in different areas of subjects has successfully reduced the time required to learn and substantially increased the long-term memory portion of the brain. Thus, it helped learners absorb knowledge faster and experience more enjoyment in the process (Caskey, 1980).

The following are six principles of Lozanov's accelerative learning. (1) Anti-limit the ability to learn. Learning is supposed to be a simple and fun activity allowing learners to enjoy it. One of the principles of accelerated learning is against the limits set by man-made learning. (2) Stay relaxed. Relaxation helps people stay in a stress-free and happy state, so that knowledge can be absorbed quickly and efficiently. (3) Weave the mind map. Accelerated learning guides learners to weave a mind map for new knowledge. (4) Play context music. Accelerated learning promotes to create a concert-like learning environment such as Baroque music by Haydn and it is helpful to learning. (5) Take a short break. (6) Begin learning activities. After a short break, it's time to start guiding learners to undertake some learning activities including a series of games, puzzles, etc. which can create an interesting learning environment (Rose, 1987).

Thus, accelerated learning provides learners with a vision and experience different from that provided by the traditional learning mode because the traditional learning model often brings a memory of pressure, competition and recitation. Accelerated learning emphasizes creation of a teaching and learning environment of decompression, support, and multisensory methods.

2.2 Whole Brain Learning

Language education for adults and immigrants in Taiwan has long focused on the development of the left brain controlling language, logics and math. Most teachers still adopt “one teaching for one textbook” which brings a lack of developing other right brain functions, such as interpersonal relationship, self-awareness and emotional management. This is perhaps one of the factors causing adult language learners to have negative thought about themselves. Obviously, development of the right brain is important to those adults deprived of education. The implementation of both the left and right brain education is the whole brain education which is necessary (Wang, 2001). Therefore, this article is from the point of view of implementing whole brain learning in the adult Chinese teaching situation. We propose to use whole brain learning as the basis of the development and proposal of multi-integrated instructional strategies used in immigrant Chinese language classes.

Development of whole brain learning and application of strategies are based on the research of brains, which has been a major breakthrough in the past twenty years. For example, research results found that when the brain received stimulation, new links between nerve cells were generated. The stronger stimulation the brain received, more links between nerve cells were generated. And this is how the learning pattern is formed. Hence, people can learn faster and develop the best learning style (Linksman, 1998). In addition, research also found that the left brain and the right brain control not only the opposite directions of the body, but also the different mental activities (Florida Community Colledge, Jacksonville, 1998). According to the research on the brain and learning it was also found that the left brain is in charge of linear logical thinking (Meier, 2000; Rose, 1987; Rose & Nicholl, 1997; Russell, 1999). Thus, when learners think with their left brains, it is similar to a train running on tracks passing one stop after another. And the left brain controls the concepts of words and numbers which help people organize their thoughts and life. In contrast, the right brain controls the full range of thinking and gives people the ability to see the whole picture. Therefore, through the operation of the right brain, people can combine the different images together, not to mention that the right brain activities have a lot to do with the development of human creativity. Accelerated learning emphasizes that if there is a way to make the left brain work with the right brain effectively, accelerated learning will surely be the outcome. But the question is how? One of the principles that accelerated learning is based on is the so-called “multi-sensory approach to learning.” And that is “if people see, hear, feel, smell or taste, they will remember”(Florida Community Coll., Jacksonville, 1998). Meanwhile, it combines different learning strategies, inspires the learner’s left and right brains, produces more perception, improves memory, and facilitates the learning of learners.

Furthermore, it was also found that the state of links between nerve cells in the brain is related to learning. For example, Linksman (1998) pointed that there is an ability called “super link” in everybody which can make learning simpler, faster and easier. “Super link” is the link between “the best individual learning style” and the half brain hemisphere in charge of the processing and information storage best for that person. A learning style is a mode that a person absorbs externally and outside information varies individual by individual. Visual learners like learning through visual images or pictures. Auditory learners learn best by listening and speaking. Tactile learners apply touch and operation to learning. Kinesthetic learners learn best through movement of their limbs and muscles. Research also found that people can have two and up to four kinds of learning styles simultaneously. The brain hemispheric preference refers to either human left brain or right one developing a special and higher level of nerve conduction path. And the advantageous side of the brain can take over and work more effectively. Some people have left brain hemispheric preference and others have right brain hemispheric preference. Of course, there are also people with equal development on both sides of the brain. Left-brain learners tend to a straight line and orderly processing of messages in symbolic thought patterns such as letters, numbers, text, etc. Right-brain learners tend to comprehensive, wide-range, and even magical processing of messages in sensory thought patterns such as vision, hearing, smell, taste, touch, limb movement, etc. (Linksman, 1998).

According to the point of view of the super link and the brain application analyzed in detail, there are eight kinds of super link to accelerate the effectiveness of learning, and include links of: visual left-brain; visual right-brain; auditory left-brain; auditory right-brain; tactile left-brain; tactile right-brain; kinesthetic left-brain; and kinesthetic right-brain. However, there are a few learners tending to apply the sense of smell and taste to learning. Research showed that promotion of the brain can develop human potential. Although the weaker side of the brain can be developed at any time, people still hope to apply the advantageous side of the brain to accelerate learning (Linksman, 1998). Meier (2000) thought that the human left brain and the right brain had different functions and roles. The left brain and the right brain should be used at the same time to enhance the effectiveness of learning and strengthen the long-term memory. One of the ways to accomplish this is by applying every human sense and perception (vision, hearing, touch, smell and other sensory perception) to learning because the effectiveness of

learning and strengthening of long-term memory can better be achieved than by applying just a single sense.

2.3 Situated Learning

The earliest finding of situated learning came from S. Scribner and L. A. Suchman finding that knowledge learned in the school system cannot meet the needs of cognitive ability in real life (Scribner, 1986; Suchman, 1987). These authors thought that people should keep in touch with context matters in their life to develop their own knowledge. On the contrary, if learned knowledge cannot be applied in the real life, it is worthless and meaningless to learn. The core idea of situated learning is the nature of learning produced by the social context. Learning comes from interaction of learners, auxiliary teaching material, teaching aids, teaching activity, and classroom context. J. Dewey implied that social environment brews the effect of education. People in this society will share and take part in the related activities. In order to achieve the learning purpose, people will get acquainted with the subject, content, and use of learning methods to acquire necessary skills and the soul nourishing. American adult educator E. Lindeman pointed out that the practice of adult education must be made through situations rather than just the subject matter itself. Adult learners live, work and recreate situations in real life. Establishment of situated learning may be able to improve adult learning. Situated learning claimed that when learners learn in a similar context through interaction with others, they will improve from the edge of unfamiliarity to full participation. From observation and imitation of behaviors of experienced others, learners can acquire new knowledge and experience. Finally, learners establish the personal structure of understanding to promote the whole cognitive process to be more structural (Brown, Collins, & Duguid, 1989; Wilson, 1993). Creation of situated learning may be beneficial to adult learning mechanism and make the whole cognitive process more structural.

Situated learning emphasizes that knowledge is acquired in real life, however, when teaching cannot be re-created in real life, designing a virtual environment is important. This re-creation is important so that students feel they are involved in real situations and apply their knowledge. Technology seems to be a way to make this re-creation become real. Technology can enhance the width, depth and variability of learning resources and can allow students to actually feel the experience of learning, to increase participation, and to enhance motivation. Technology is one of the factors to support situated learning. For example, applying computer-assisted language teaching software such as Video Studio, Cyber Link Power Director, Movie Maker, Articulate, iSpring, Hotpotato, Captivate, etc. provides images and combination of words which enhances learning memory. The use of technology applied in situated learning is based on real situations. When students are familiar with the target concept, learning transition will begin (Bransford, Goin, Hasselbring, Kinzer, Sherwood, & Williams, 1988; Cognition and Technology Group at Vanderbilt [CTGV], 1992; Van Haneghan, Baron, Young, Williams, Vye, & Bransford, 1992).

In summary, if we can make the most use of technology to create multi-media material in Chinese, it may be beneficial to the development and proposal of multi-integrated instructional strategies for immigrant Chinese language classes.

2.4 Characteristics of Immigrants as Adult Learners

As mentioned above, using multi-integrated instructional strategies based on accelerated learning, whole brain learning, and situated learning, is necessary for the immigrants to learn Chinese, but how well does it work? Characteristics of immigrants as adult learners should be considered before implementing the instructional strategies so that the correct actions can be taken to solve their problems in learning Chinese. Related literature (Cai, 2005, 2007, 2008, 2016; Cross, 1981; Hu, 1998; Knowles, 1975, 1980, 1990; Knowles, Holton III, & Swanson, 2011; Merriam & Caffarella, 1999; Smith & Pourchot, 1998; Tennant & Pogson, 1995) proved that immigrants as adult learners are different from children and teenagers in physiological, psychological, social-cultural and Chinese language learning characteristics, so it is necessary to select and adopt teaching methods and materials that cater to their characteristics which can improve their learning ability. Therefore, these four characteristics of immigrants as adult learners are considered in developing and proposing the multi-integrated instructional strategies, and are discussed in the following sections.

2.4.1 Physiological Characteristics

Normal humans, aged 20-25 years, mature in body and mind, and then start to age as age increases in physiological perspective (Whitbourne, 2001). For example, with regard to vision, adults recognize long wavelength colors, such as red, yellow, orange, etc. better than short wavelength colors, such as blue, green, purple. With regard to hearing, adults' sensitivity to voice frequency (VF) becomes weaker than children and teenagers' sensitivity, and gradually it becomes more difficult to distinguish consonants which have higher VFs, such as s, z, t, f, g (Guire, Boyd, & Tedrick, 1996; Huang, 2005; Whitbourne, 2001). Immigrants, as adult

learners, have multiple social roles, requiring managing family affairs, work, and daily living activities, exhausting and affecting their stamina and health. Scholars (Brundage & MacKeracher, 1980; Houle, 1992; Long, 1990; Lovell, 1992; Merriam & Caffarella, 1999) have pointed out that adult learners often have difficulty paying attention in class and have imperfect attendance, even dropping out, due to physical exhaustion or having too much pressure in daily life. As a result, personal and external factors such as these result in immigrants as adult learners' physical problems influencing their participation in continued learning. Hence, building a beneficial learning climate, such as comfortable physical environment, good interpersonal climate, and appropriate organizational climate, is of the utmost importance and necessary to allow adult learners to feel comfortable and alleviate any anxiety while learning (Knowles, Holton III, & Swanson, 2011). As well, font size, colors, page layouts, etc. in Chinese language materials designed for adult learners must be considered such that the elements conform to their physiological characteristics (Cai, 2007, 2008).

2.4.2 Psychological Characteristics

With regard to psychological characteristics of immigrants as adult learners, the issue can be discussed in intelligence, cognition, and personality. When it comes to intelligent development in adulthood and learning, the theory of fluid and crystallized intelligence proposed by R. B. Cattell is often referenced (Cattell, 1980; Cattell & Horn, 1978; Huang, 2005). Fluid intelligence is an innate ability related to heredity. Fluid intelligence develops in childhood, and reaches the highest level throughout adolescence, which gradually decreases in adulthood. Declining fluid intelligence has a negative influence on concentration, short-term memory, and ability to filter irrelevant information when processing external information. Crystallized intelligence is developed and produced by the interaction between fluid intelligence and cultural, experiential knowledge. Crystallized intelligence, which mainly reflects on common sense, language comprehension, ability to handle social situations, etc., will continue growing if a person continues learning to acquire new knowledge (Cattell, 1980; Cattell & Horn, 1978; Lovell, 1992).

A Cross-sectional study on adult intelligence test performance, applying language ability in daily life is the only one which does not reveal a declining phenomenon and intelligence performances of 20-60-year-old people take on stable statuses in a longitudinal study (Figure 1) (Knox, 1977). Schaie and Hertzog (1983) found people who are over 60 years old perform worse in mental ability, including numbers, language proficiency, language comprehension, inductive reasoning and space perception.

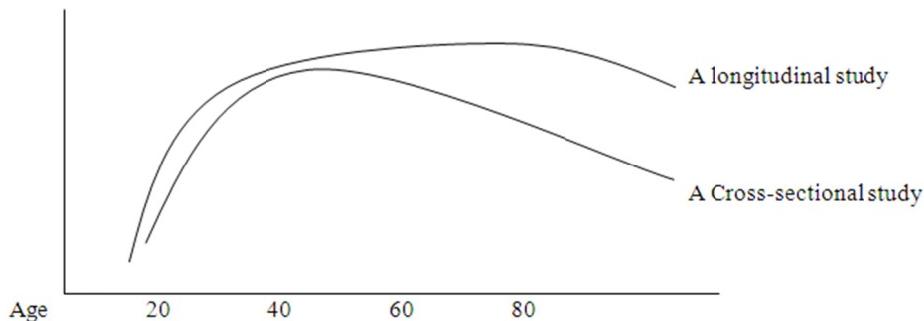


Figure 1. Relationship of learning ability and age in longitudinal and cross-sectional studies

Note. From Adult development and learning (1st ed., p.416), by A. B. Knox (1977). San Francisco: Jossey-Bass.

From the previous studies above, we can know that adults' intelligence development in language does not present declining phenomena in young adulthood. The findings of studies on second language acquisition (SLA) in adulthood showed that adults who are healthy and keep intelligent and skillful performance will acquire a second language better than what children acquire (Gail, 1993; Oxford, 1985).

As far as cognitive thinking is concerned, J. P. Guilford found convergent and divergent thinking while he studied human beings' creativity in the 1950s. A person would tend to have convergent thinking if he/ she thought a question followed by a correct answer and believed self owns ability to find the best and the only answer. Relatively, a person would tend to have divergent thinking if he/ she had many ideas and answers to a question and did one's best to find any possible answers (Guilford, 1980; McCumber & Sloan, 2002). L. Hudson

drew two conceptual pictures (Figure 2. and Figure 3.) according to the two definitions of the two kinds of thinking (Atherton, 2005).

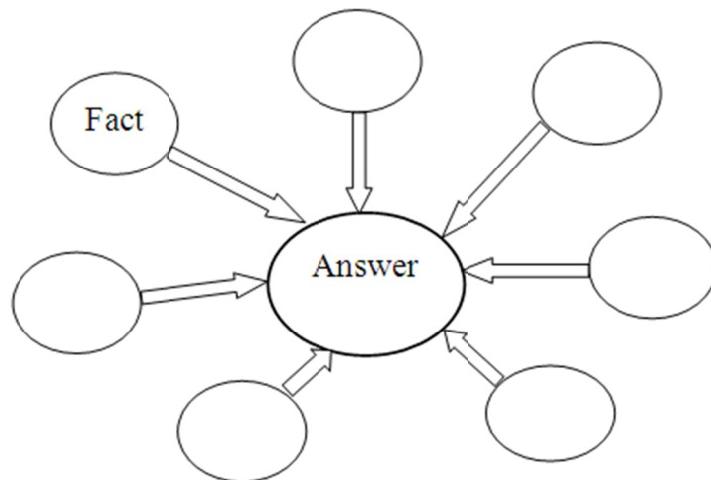


Figure 2. Convergent thinking

Note. From Learning and teaching: Convergent and divergent learning (p. 1), by J. S. Atherton (2005). Retrieved from <http://www.learningandteaching.info/learning/converge.htm>

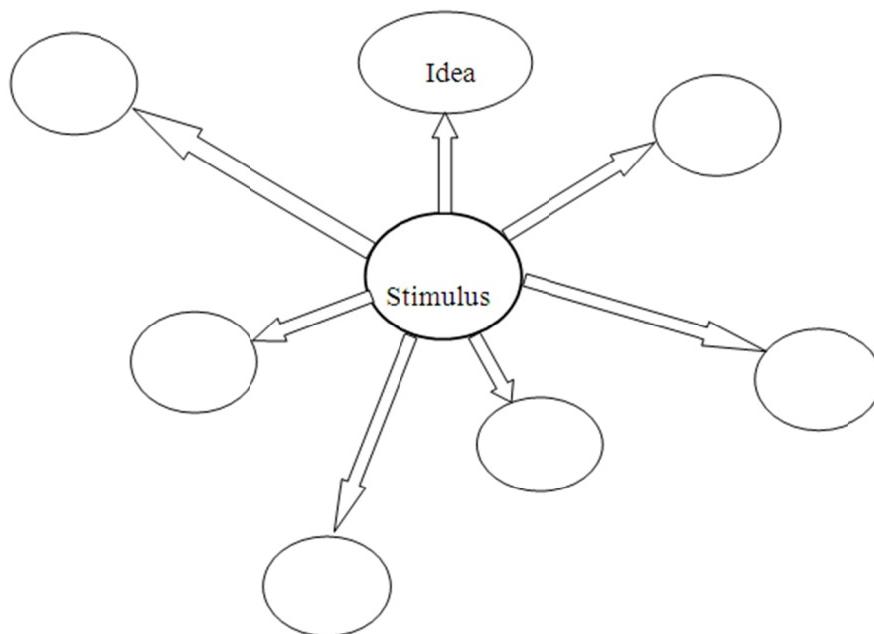


Figure 3. Divergent thinking

Note. From Learning and teaching: Convergent and divergent learning (p. 1), by J. S. Atherton (2005). Retrieved from <http://www.learningandteaching.info/learning/converge.htm>

Other related studies, Schultz (1984) and Takata (1991) found adult learners prefer divergent thinking, so problem-posing education proposed by P. Freire is more suitable for adult learners. As well, J. Piaget ever presented adults tend to solve problems with logic thinking in human beings' cognitive development perspective. In addition, Krashen, Long, and Scarella (1979) and Krashen (1980) found compared with children, adults own better cognitive development strategies to accept new knowledge and information, so adults' performance in

SLA is not worse than children's performance in SLA.

In addition, Houle (1992), Long (1990) and Lovell (1992) argued that children's and teenagers' thinking styles are impulsive, often answering questions without thinking, and making mistakes frequently. Comparatively, adult learners tend to learn reflectively, that is, they learn throughout the mental process with careful consideration, resulting in making less errors.. Adult learners with this reflective learning style need more time to ponder on what they learn in the learning process, so keeping up with the lessons cause pressure, which is counterproductive,, as adult learners already feel they are getting old and feel bad in pressured learning situations. Hence, it is good for adult learners that adjustments be made in the syllabus to meet learners' needs and course requirements (Brookfield, 1991; Brundage & MacKeracher, 1980).

As for personality, E. R. Hilgard and R. C. Atkinson think personality is composed of at least 8 specialties: physique, temperament, intellectual, interests and values, social attitude, motivational dispositions, expressive and stylistic traits, pathological trends (Long, 1990). Kidd (1978) declared there is a direct relationship between experience and personality. Experience is the result of long-time practice in cognitive strategy perspective. Kidd (1978) considered compared with children and teenagers, adult learners own more and varied experience which is one of their characteristics because of experiencing a variety of the people, the events, and the substances with the time. Adult learning shows multiple aspects through sharing their own different experience each other. Nevertheless, adult learners tend to have stronger self-respect resulting from accumulating rich experience and knowledge but to have lower self-confidence resulting from declining physical functions and doubting themselves' learning ability because of leaving from schooling for a long time or having failed learning experience in school age. These two characteristics affect adult learning.

As mentioned above, it is hypothesized that immigrants as adult learners whose personalities vary are difficult to change, and because of this fact adult teachers as well as learners should understand the characteristics to identify affecting factors hindering learning (Conner, 2007), and then make use of the multi-integrated instructional strategies to prevent the immigrants from negative factors when learning Chinese.

2.4.3 Social-Cultural Characteristics

In addition to characteristics of immigrants as adult learners being influenced by physiological and psychological factors, socio-cultural factors also shape their characteristics (Cross, 1981). Immigrants as adult learners, as the name suggests, combine two concepts and roles: adult immigrants and learners, that is, mature individuals playing at least double roles in a target society and school. Different from compulsory education, adult immigrants choosing to learn or not to learn may be influenced by factors, such as social role, race, gender, educational background, living environment, socio-economic status, so in addition to accommodating a new environment, immigrants as adult learners also play multiple social roles (Cai, 2007; Cai & Pan, 2006; Houle, 1992; Long, 1991; Lovell, 1992; Merriam & Caffarella, 2007; Smith, 1999). Spending time and depleting energy is inevitable in the midst of learning, so as far as immigrants as adult learners are concerned, learning Chinese in a flexible, enjoyable, least anxious situation, to yield twice the learning outcomes with half the effort, is essential.

2.4.4 Characteristics of Learning Chinese as a Second Language

With regard to characteristics of learning Chinese as a second language (CSL), Gu (1997) illustrated possible difficulties in learning CSL from the language family perspective. He argued different from European languages, such as English, French, German, Spanish, etc. belonging to Indo-European system of languages, Chinese belongs to Sino-Tibetan language family, so shapes, pronunciations, and meanings of Chinese characters and words are unfamiliar to those who are from western countries, especially strokes and order and tones, which are most difficult to learn. To Japanese and Korean learners of CSL, their languages are within Chinese character culture circle because of Sinicization in the ancient periods, even now the use of the two languages still retains Chinese character features. For example, written Japanese contains approximately 47.5 % Chinese characters (Ishida, 1988; Mada, Shibuya, Jinnai, Sugito, 2001); In Korea, Chinese characters are used in weddings and funerals and Koreans can write their name in Chinese characters. Nonetheless, Japanese and Korean belong to the Altaic language family with characteristics of agglutinative languages (Ōno, 2001; Suzuki, Hayashi, Ida, Nakayama, 2002; Wang & Kuo, 1999) and the basic syntax structures of the two languages are SOV which is distinct from SVO in Chinese basic syntax structure. Therefore, Japanese and Korean learners of CSL often ask teachers or native speakers to write Chinese characters down once they do not understand Chinese someone speaks, the phenomenon which causes them to be bad at listening and speaking. In Vietnamese, there are no first and the forth tones, so Vietnamese speakers are unfamiliar with the two tones and find it difficult to distinguish them when learning Chinese. To Indonesian immigrants, there is no "y" this phoneme in six monophthongs of

Indonesian, so it is hard to pronounce “y” when learning Chinese, like misreading “清蒸魚[yú] (steamed fish)” as “清蒸 [yí]”. To Thai immigrants, there are no initials, like [zh], [ch], [sh], [r],, and no compound finals, like [ue], [ie] and variation of tones, so it is difficult to pronounce these sounds when learning Chinese. Adults' cognition to abstract words, meanings, grammars of mother tongues become hardened from a psycholinguistic perspective, so they are inflexible in asking questions of similar words and grammar (Brown, 2014), or are used to expressing themselves in easier words, sentences and grammar to avoid speaking incorrectly, a phenomenon which obstructs them to acquire and practice new Chinese language terms (Meng, 2000; Yeh, 1999; Westmeyer, 1988).

As to discussion on characteristics of adult learners of CSL and teaching, Meng (2000) analyzed the characteristics from the perspectives of language transfer, learning motivation and experience. Adult learners of CSL are influenced by logic thinking and syntax structures of their mother tongues, so the features of their mother tongues are similar with that of Chinese language; it has a positive influence on their learning Chinese, but the dissimilar features of the both have negative influences on their learning Chinese. Those who are motivated to learn Chinese because of being interested in getting to know the native Chinese speakers and are interested in the society and culture associated with Chinese language experience what is known as “integrative motivation”. Chinese learning outcomes of adult learners of Chinese with integrative motivation are better than those who have instrumental motivation meaning they learn Chinese for a practical reason such as getting a salary bonus or getting into college. In addition, the adult learners expect Chinese teaching content is of immediate concern to themselves because experience tells them that it is beneficial to “learn immediately then to use at once”. Hence, Meng (2000) suggested teachers of teaching Chinese as a second language (TCSL teachers) not only possess rich knowledge on Chinese language, society and culture but also be able to teach them Chinese on the basis of understanding individual differences of language transfer, learning motivation and experience.

In order to assist immigrants in their ability to learn Chinese, it may be essential to consider both adopting multiple and adequate instructional strategies based on learning theories and understanding their learning characteristics. On the basis of the above literature review, the purpose of this paper is to develop and propose multi-integrated instructional strategies, which are able to suit their characteristics and improve their ability to learn Chinese.

3. The Development and Proposal of Multi-Integrated Instructional Strategies

To synthesize the relevant theories, literature review, and the purport of this article, this article defined “multi-integrated instructional strategies used for immigrant Chinese language classes” as a relaxed, natural, non-pressure, and non-anxious situation. Teachers and students apply multimedia materials composed by images and words to practice a real-life simulated situation and strengthen memory. And based on this, a conceptual framework figure of the strategies used for immigrant Chinese language classes can be drawn.

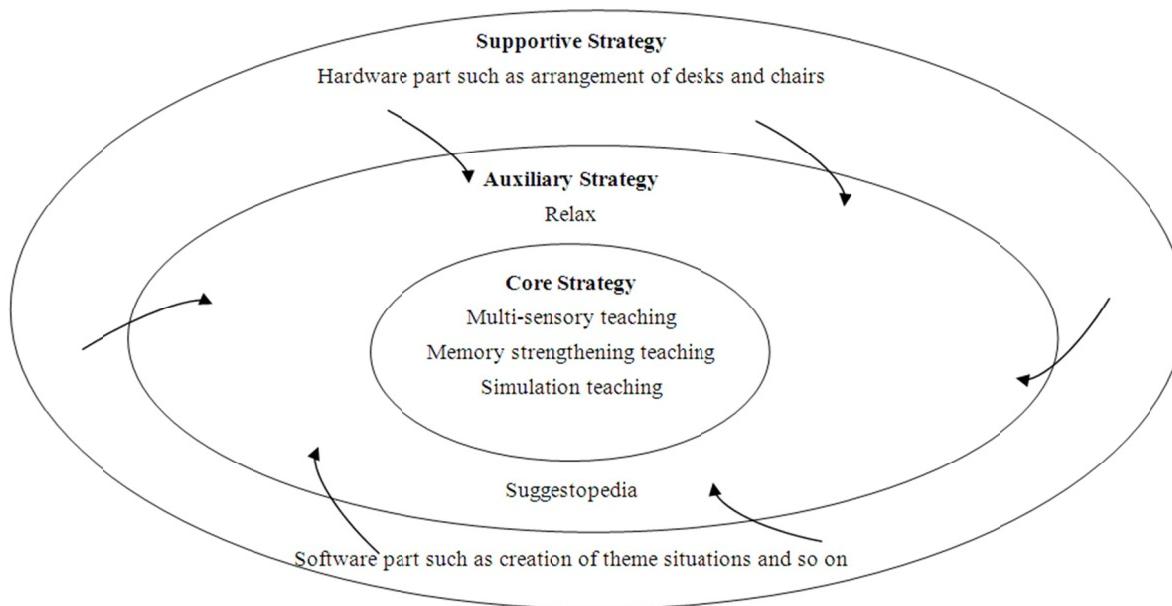


Figure 4. Conceptual framework figure of multi-integrated instructional strategies used for immigrant Chinese language classes

According to Figure 4, the multi-integrated instructional strategies used for immigrant Chinese language classes mainly include supportive strategy, auxiliary strategy, and core strategy. And the further descriptions of the three strategies are following.

3.1 Supportive Strategy

Keys of teaching techniques focus on planning learning environment such as layout of the learning environment, free option of learner's seating, and maintenance of a tidy classroom. The purpose of implementing the supportive strategy is establishing a useful learning atmosphere including a comfortable physical environment, good interpersonal climate, and appropriate organizational climate. In daily lives, the immigrants usually play multiple roles to deal with problems coming from their families, jobs, life events, which often tire and distract them in the middle of Chinese language classes (Author, 2007), so if the physical environment is good such as moderate temperature, well-ventilated and comfortable seating, sufficient light, no noise, and soft colors, these good factors will be beneficial to immigrant Chinese language classes. Concerning interpersonal climate, mutual respect, mutual acceptance, and warm caring atmosphere help increase adult's motivation of learning, reduce learning anxiety, and enhance learners' participation in learning. As to appropriate organizational climate, it helps organizational human development, management efficiency, and organizational learning.

In practice, the teachers should always remind themselves that not only will the teaching methods have a direct impact on adult learning but also the classroom environment will affect students learning. Therefore, teachers should be aware of the brightness of the classroom, layout, classroom atmosphere, size of desks and chairs, comfort before class and think if these factors will influence adult learning positively or not. Ford (1998) mentioned that when a teacher is teaching over 60-90 minutes, it makes immigrants as adult learners more tired and sleepy. So when the immigrants return to the classroom where seems familiar yet strange to them, teachers should not over-lecture to students. Furthermore, interactive teaching or discussion should be provided and opportunity of speaking should be created. Through interaction of learning and life experiences, not only students feel that life and learning are inextricably linked but also it is easy to boost their spirit.

3.2 Auxiliary Strategy

When planning the learning environment gives the immigrants positive supports in learning Chinese, teachers can implement the auxiliary strategy. Namely, warm-up activities before the formal class starting are mainly relaxing and suggestopedia techniques. Undertake the close-eyed meditation, deep breathing method or muscle relaxation method for three to five minutes to relax the body. The purpose of implementing relaxing teaching techniques is mind-inspiring. The immigrants who participate in Chinese language classes work in the daytime. Sometimes a day's works tire them, so if the immigrants participating in Chinese language classes after work are

in a resource-rich state of mind, their potential can be inspired. To achieve such a state, learners should be placed in a relaxing environment where learners can relax, boost their confidence and promote their learning motivation. For example, learning means tending to gain new knowledge or skills, or discovering the ability to learn. Any knowledge and information coming from learning will have a meaningful impact on one's life. In other words, learners have to understand that their involvement of time and energy finally turns into their personal profit.

What Gibbons (1998) found in interactions between teacher and learners appearing to play a significant part in facilitating the acquisition of language, so does Suggestopedia provide, as techniques, which include encouraging learners to speak and to discuss, to receive positive feedback, and to remove any obstacles in the way of learners. Implementation of the positive implied teaching techniques is based on putting factors beneficial to learning into the learners' memory bank, such as comfort and relaxation. Removing obstacles would include adverse factors from learners' memory bank such as tension and pressure.

Whatever kind of teaching is involved, and whoever the students are, a teacher's teaching ability should be equipped with the knowledge and skills to teach and takes affective aspects, such as motivation, attitude, confidence, self-esteem, anxiety, stress, etc. into account, especially in the immigrant Chinese learning. Apart from the teaching materials to train their listening, speaking, reading and writing skills, learners can enjoy learning through songs, feeling the beauty of a melody, and learning new words and sentences from the songs. Listening can also be trained through listening to music. Through playing music, learners' tension can be relaxed and their stress can be relieved. Furthermore, it can also enhance immigrants as adult learners' concentration and interest toward new teaching materials and methods.

3.3 Core Strategy

Core strategy includes simulation, reinforcement of memory, and visual aids used for teaching techniques. Simulated teaching includes skills of role playing, problem solving, and subject-related imagining. Reinforcing memory teaching includes skills of coding, reciting, associated memory, and reviewing. Visual aids used for teaching includes turning teaching material into vision-based image. The purpose of implementation of this strategy is to emphasize the adult learners-centered teaching principle. According to adult individual differences and learning styles, teaching techniques vary. If immigrants can learn Chinese language according to their learning advantages, they will improve the effectiveness of learning Chinese.

Core strategy focuses on the adult learners-centered teaching principle to slightly change various teaching techniques which may be beneficial to effectiveness of learning. The reason is when the brain receives stimulation, the new link between nerve cells is produced. The stronger the stimulation is, the more links between nerve cells are produced. And the learning pattern is formed. And then, people can learn faster and develop the best style of learning (Linksman, 1998).

In practice, due to the use of visual image or picture media is one of the effective Chinese learning methods, teachers should create more interactive visual images. For example, we can use symbols, colors, and pictures and so on to help us memorize words. Furthermore, memory capacity of the human brain is large to store many things because the structure of the human brain is complicated and it has many functions. In contrast, if the human brain is not used properly, our memory will be lost (Rose & Nicholl, 1997). Rose & Nicholl (1997) thought that if we can associate one thing with something else known to us, it becomes meaningful to us. When it means something to us, it is easier for us to remember. Therefore, through a scene such as a living room, kitchen, zoo, or amusement park where students are familiar with, teachers can make students associate these scenes with people, things, and objects appearing in these scenes. This method not only allows students to heartily associate many different things but also lets them compile a short play. Let the immigrants integrate the rich experience of life in the short play to increase more opportunities of applying imagination to learning and to develop their creative thinking while studying Chinese language.

In general, the teachers should develop the interactive teaching mode which can be put into practice between teachers and students from the three steps of the concept statement of multi-integrated instructional strategies used for immigrant Chinese language classes. According to the characteristics of immigrants as adult learners, teachers should apply the teaching mode to different subjects and situations. And then different teaching activities can be generated and immigrant Chinese learning can be boosted.

4. Conclusion

The characteristics of immigrants as adult learners are quite diverse and complicated whether they are in the language, skills or professional knowledge. This article mainly discusses the principles and strategies of accelerated learning, whole brain learning, and situated learning, in order to develop the multi-integrated

instructional strategies used for immigrant Chinese language classes. In addition, this article makes suggestions for practical application to enrich development of immigrant Chinese teaching's theory and practice.

As a whole, this article proposed that there are three steps to the multi-integrated instructional strategies used for immigrant Chinese language classes. In the supportive strategy, the key of teaching techniques focuses on planning learning environment such as layout of learning environment, arrangement of learners' free options toward seating, and skills of maintaining a tidy classroom. The purpose of implementing the supportive strategy is establishing an atmosphere beneficial to learning. In the auxiliary strategy, it emphasizes relaxing and active implied teaching techniques. The purpose of implementing the auxiliary strategy is inspiring the mind and to activate and improve their mental ability and memory. In the core teaching strategy, it focuses on making immigrants as adult learners the center of the learning to appropriately change the different teaching techniques beneficial to learning. And this is the key to effectively applying the multi-integrated instructional strategies used for immigrant Chinese language classes.

Acknowledgments

This paper is made possible through the help and support from my parents, family, friends, and in essence, all sentient beings. I would like to especially thank Maureen Chang, a clinical research coordinator at Stanford University, for her help to read and polish the language of my paper. The product of this paper would not have been possible without all of their support and encouragement.

References

- Atherton, J. S. (2005). *Learning and teaching: Convergent and divergent learning*. Retrieved from <http://www.learningandteaching.info/learning/converge.htm>
- Bancroft, W. J. (1995). *Accelerated learning techniques for the foreign language class: A personal view* (ERIC Document Reproduction Service No. ED379926).
- Black, L. (2007). Interactive whole class teaching and pupil learning: Theoretical and practical Implications. *Language and Education*, 21(4), 271-283. <http://dx.doi.org/10.2167/le679.0>
- Bransford, J. D., Goin, L. I., Hasselbring, T. S., Kinzer, C. K., Sherwood, R. D. & Williams, S. M. (1988). Learning with technology: Theoretical and empirical perspectives. *Peabody Journal of Education*, 64(1), 5-26. <http://dx.doi.org/10.1080/01619568609538536>
- Brookfield, S. D. (1991). *Understanding and facilitating adult learning: A comprehensive analysis of principles and effective practices* (2nd ed.). San Francisco: Jossey-Bass.
- Brown, H. D. (2014). *Principles of language learning and teaching* (6th ed.). White Plains, N. Y.: Longman/Pearson Education ESL.
- Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32-41. <http://dx.doi.org/10.3102/0013189X018001032>
- Brundage, D. H., & MacKeracher, D. (1980). *Adult learning principles and their application to program planning*. Toronto: Ontario Ministry of Education.
- Cai, Q. Y., & Pan, L. C. (2006). Using Intersubjectivity Perspective to Discuss the Lifelong Learning of Taiwanese Foreign Spouses. *Journal of the Social Science and The Humanities*, 14, 75-86.
- Cai, Q. Y. (2005). The application of ARCS model for enhancing adult motivation to learn. *Adult and Lifelong Education Bimonthly*, 7, 14-20.
- Cai, Q. Y. (2007). The application of Suggestopedia for enhancing the effectiveness of foreign spouses' Chinese Learning. *Adult and Lifelong Education Bimonthly*, 18, 2-9.
- Cai, Q. Y. (2008). *Discussion on the strengths and limitations of using e-CSL materials for foreign adult learners in the characteristics of adult learners perspectives*. Paper presented at 2008 International Conference on Chinese Material Compilation, Kaohsiung, Taiwan.
- Cai, Q. Y. (2016). Chinese curriculum design for non-native Chinese speaking immigrants from psychology of adult learning perspective. *Nantou Culture and Education*, 35, 1-6.
- Caskey, O. L. (1980). *Suggestive-accelerative learning and teaching*. Englewood Cliffs, N.J.: Educational Technology Publications.
- Cattell, R. B. (1980). The heritability of fluid, gf, and crystallized, gc, intelligence, estimated by a least squares use of the MAVA method. *British Journal of Educational Psychology*, 50, 317-325.

- http://dx.doi.org/10.1111/j.2044-8279.1980.tb00809.x
- Cattell, R. B., & Horn, J. L. (1978). A check on the theory of fluid and crystallized intelligence with description of new subtest designs. *Journal of Educational Measurement*, 15, 139-164. http://dx.doi.org/10.1111/j.1745-3984.1978.tb00065.x
- Cognition and Technology Group at Vanderbilt (CTGV). (1992). The Jasper experiment: An exploration of issues in learning and instructional design. *Educational Technology Research and Development*, 40, 65-80. http://dx.doi.org/10.1007/BF02296707
- Conner, M. L. (2007). *How adults learn. Ageless learner, 1997-2007*. Retrieved from http://agelesslearner.com/intros/adultlearning.html
- Cross, K. P. (1981). *Adults as learners*. San Francisco.: Jossey-Bass.
- Florida Community Coll., Jacksonville (1998). *From theory to practice: Adult instructional methodologies. Quality professional development project. Professional development manual III* (ERIC Document Reproduction Service No. ED430100).
- Ford, J. (1998). *Adult woman returning to higher education: Motivation, barriers, and factors of learning*. (Doctoral Dissertation, University of South Carolina, 1998). Dissertation Abstracts International, UMI number 9841720.
- Franken, M., & August, M. (2011). Language use and the instructional strategies of Grade 3 teachers to support 'bridging' in Papua New Guinea. *Language and Education*, 25(3), 221-239. http://dx.doi.org/10.1080/09500782.2011.563858
- Gail, W. S. (1993). *Growing old in America: Learning English literacy in the later years* (ERIC Document Reproduction Service No. ED367197).
- Gibbons, P. (1998). Classroom talk and the learning of new registers in a second language. *Language and Education*, 12(2), 99-118. http://dx.doi.org/10.1080/09500789808666742
- Gu, B. L. (1997). Problems should be concerned when teaching foreigners Chinese. *Chinese World*, 86, 67-74.
- Guilford, J. P. (1980). *Intelligence education is intelligent education*. Washington, DC: International Society for Intelligence Education.
- Guire, F. A., Boyd, R. K., & Tedrick, R. T. (1996). *Leisure and aging*. Champaign, T.L.: Sagamore.
- Hinton, L. (2011). Language revitalization and language pedagogy: New teaching and learning strategies. *Language and Education*, 25(4), 307-318. http://dx.doi.org/10.1080/09500782.2011.577220
- Houle, O. H. (1992). *The literature of adult education*. San Francisco: Jossey-Bass.
- Hu, M. C. (1998). *Andragogy and the model: A qualitative research on teaching liberal arts at a supplementary junior high school*. Taipei: Shtabook.
- Huang, F. S. (2005). Psychological and learning characteristics in adulthood. *Lifelong Education*, 3(4), 1-7.
- Imel, S. (2002). *Accelerated learning in adult education and training and development. Trends and issues alert* (ERIC Document Reproduction Service No. ED462551).
- Ishida, T. K. (1988). *Japanese language teaching methods*. Tokyo: Taishukan Publishing.
- Ketzenberg, L. (2010). A Review of "Adult education teachers: Designing critical practices". *Language and Education*, 24(3), 269-270. http://dx.doi.org/10.1080/09500780902798803
- Kidd, J. R. (1978). *How adults learn* (3rd ed.). Englewood Cliffs, N.J.: Prentice Hall Regents.
- Kim, M. (2004). *Literature discussions in adult L2 learning*. *Language and Education*, 18(2), 145-166. http://dx.doi.org/10.1080/09500780408666872
- Knowles, M. S. (1975). *Self-directed learning: A guide for learners and teachers*. Englewood Cliffs, N.J.: Cambridge Adult Education.
- Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy*. Englewood Cliffs, N.J.: Cambridge Adult Education.
- Knowles, M. S. (1990). *The adult learner: A neglected species* (4th ed.). Houston, Texas: Gulf Pub. Co.
- Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2011). *The adult learner: The definitive classic in adult education and human resource development* (7th ed.). Oxford, UK: Butterworth-Heinemann.

- Knox, A. B. (1977). *Adult development and learning* (1st ed.). San Francisco: Jossey-Bass.
- Krashen, S. D. (1980). The monitor model for adult second language performance. In K. Croft (Eds.), *Readings of English as second language* (pp. 213-221). Cambridge, Mass.: Winthrop.
- Krashen, S. D., Long, M. A., & Scarcella, R. C. (1979). Age, rate, and eventual attainment in second language acquisition. *TESOL Quarterly*, 27(3), 399-420. <http://dx.doi.org/10.2307/3586451>
- Linksman, R. (1998). *How to learn anything quickly: An accelerated program for rapid learning*. N. J.: Toronto; Carol publishing Group.
- Littlebear, R. E., & Martinez, A. (1996). *A model for promoting Native American language preservation and teaching* (ERIC Document Reproduction Service No. ED395736).
- Long, H. B. (1990). Understanding adults learning. In M. W. Galbraith (Ed.), *Adult learning methods: A guide for effective instruction* (pp. 23-37). Malabar, Fla.: R.E. Krieger. <http://dx.doi.org/10.1177/104515959000100614>
- Lovell, R. B. (1992). *Adult learning* (6th ed.). New York: Routledge.
- Lozanov, G. (1978). *Suggestology and outlines of suggestopedy*. New York: Gordon & Breach. <http://dx.doi.org/10.4324/9780203392829>
- McCumber, W., & Sloan, C. (2002). *Educating systems engineers: Encouraging divergent thinking*. <http://dx.doi.org/10.1002/j.2334-5837.2002.tb02436.x>
- Meier, D. (2000). *The accelerated learning handbook*. New York: McGraw-Hill.
- Meng, H. (2000). The characteristics of adults learning Chinese and principles of teacher behaviors. In World Chinese Language Association (Eds.), *Essays in the 6th conference on teaching Chinese as a second language (Book III)* (pp. III 79-91). Taipei: World Chinese Language Association.
- Merriam, S. B., & Caffarella, R. S. (1999). *Learning in adulthood: A comprehensive guide*. San Francisco: Jossey-Bass.
- Ōno, S. (2001). *Think about Japanese grammars*. Tokyo: Iwanami Shoten.
- Oxford, R. (1985). *A new taxonomy of second language learning strategies*. Washington, D. C.: ERIC Clearinghouse on Language and Linguistics.
- Rose, C. (1987). *Accelerated learning*. New York: Dell Publishing.
- Rose, C., & Nicholl, M. (1997). *Accelerated learning for the 21st century: The six-step plan to unlock your master-mind*. New York: Delacorte Press.
- Russell, L. (1999). *The accelerated learning fieldbook: Making the instructional process fast, flexible and fun*. San Francisco: Jossey-Bass/ Pfeiffer.
- Sanada, S. J., Shibuya, K. M., Jin'nouchi, M. T., & Sugito, S. J. (2001). *Social Linguistics*. Tokyo: Ōfū
- Schaie, K. W., & Hertzog, C. (1983). Fourteen-year cohort-sequential studies of adult intelligence. *Development Psychology*, 19, 531-543. <http://dx.doi.org/10.1037/0012-1649.19.4.531>
- Schultz, N. R. J. (1984). Intraindividual variability in divergent and convergent thinking: Adult age differences. *Educational Gerontology*, 10(1-2), 109-118. <http://dx.doi.org/10.1080/0380127840100202>
- Scribner, S. (1986). Thinking in action: Some characteristics of practical thought. In R. J. Sternberg, & R. K. Wagner (Eds.), *Practical intelligence: Nature and origins of competence in the everyday world* (pp. 13-30). New York: Cambridge University Press.
- Smith, M. C. (1999). *Adult educational psychology: Diverse perspectives from an emerging field*. Retrieved from <http://www.cedu.niu.edu/~smith/Unpubs/Adultedpsy.pdf>
- Smith, M. C., & Pourchot, T. (1998). *Adult learning and development: Perspectives from educational psychology*. Mahwah, NJ: Lawrence Erlbaum.
- Suchman, L. A. (1987). *Plans and Situated Actions: The Problem of Human-Machine Communication*. Cambridge: Cambridge Press.
- Suzuki, K. H., Hayashi, K. S., Ida, H. M., Nakayama, R. R. (2002). *Introduction to Japanese linguistics*. Tokyo: Meijishoin.
- Takata, S. R. (1991). Who is empowering whom? The social construction of empowerment. In Christine Sleeter

- (Eds.), *Empowerment through multicultural education* (pp. 251-271). Albany, New York: State University of New York Press.
- Tennant, M., & Pogson, P. (1995). *Learning and change in the adult years: A developmental perspective*. San Francisco: Jossey-Bass.
- Van Haneghan, J., Baron, L., Young, M., Williams, S., Vye, N., & Bransford, J. (1992). The Jasper series: An experiment with new ways to enhance mathematical thinking. In D. Halpern (Eds.), *Concerning the development of thinking skills in science and mathematics* (pp. 15-38). Hillsdale, NJ: Erlbaum.
- Wang, C., & Kuo, C. W. (1999). *Introduction to Korean linguistics*. Taipei: Buffalo Book.
- Wang, R. H. (2001). The whole brain learning and its application in teaching situations of adult basic Education. *Journal of Adult Education*, 5, 27-50.
- Westmeyer, P. (1988). *Effective teaching in adult and higher education*. Springfield, Ill., U.S.A.: C.C. Thomas.
- Whitbourne, S. K. (2001). *Adult development and aging: Biopsychosocial perspectives*. New York: John Wiley & Sons.
- Wilson, A. (1993). The Promise of Situated Cognition. In S. B. Merriam (Eds.), *An update on adult learning theory* (pp. 71-79). San Francisco: Jossey-Bass. <http://dx.doi.org/10.1002/ace.36719935709>
- Yeh, T. M. (1999). *Paradigms and theoretical bases of teaching Chinese a second language: A rustic opinion to teaching Chinese a second language*. Taipei: Shtabook.
- Zhou, A. A., Busch, M., & Cumming, A. (2014). Do adult ESL learners' and their teachers' goals for improving grammar in writing correspond? *Language Awareness*, 23(3), 234-254. <http://dx.doi.org/10.1080/09658416.2012.758127>

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).